

Robin Skeates
Department of Archaeology, Durham University
robin.skeates@durham.ac.uk

**R. Skeates, A. Badran,
S. Abu-Khafajah, R. Wilkinson,
M.E. Ronza, F. Marii, L. Bakkar,
A. Massadeh, M. Al Qaisi,
J. Kafafi, F. Sharaaiah, and
R. Dababneh**

Sustaining Good Practice in Jordanian Museum Education

Introduction

The starting point for our paper is to recognise that communities and the younger generation in Jordan have generally been poorly engaged with their heritage at historic sites and museums, which contribute more to the Jordanian tourist economy than to social development. Published critiques of this situation have proliferated over the last decade. These express the frustration and powerlessness felt by many professionals in the Jordanian heritage and museum sector in seeking to replace out-dated (colonial-era) governance structures with modern management practices, which tend not to be implemented due to limited institutional capacity and political will (*e.g.*, Alawneh *et al.* 2012; Tarawneh and Wray 2017; Alazaizeh *et al.* 2019). They also draw attention to the disenfranchisement felt by local communities in relation to their

cultural heritage and towards the authorities, whom they accuse of prioritising the interests of outsiders (*e.g.*, Abu-Khafajah and Al Rabady 2013; Goussous and Al-Hammadi 2018; Abu-Awwad *et al.* 2019). Various well-intentioned and progressive community-based archaeological and ethnographic projects, kick-started by international research and development projects, have sought to fill this gap (*e.g.*, de Vries 2013; Abu-Khafajah *et al.* 2015), although new tensions have arisen around the unequal power-relations inherent in these 'aid'-funded, 'collaborative' projects (*e.g.*, Abu-Khafajah and Miqdadi 2019). Perhaps surprisingly, given this troubled background, disparate studies have, nevertheless, highlighted the potential of heritage places and museums to inspire and enthuse young people, particularly through pleasurable, active, and creative engagement, and have called for further

research into what schoolchildren are taught about Jordan's past and how they experience museum visits (e.g., al Qaoud 2003; al Husban *et al.* 2007; Badran 2011, 2014; Abu-Khafajah *et al.* 2015; Mamoon and Altal 2016).

It was in response to this background that we, the authors—representing a cross-section of institutions (acknowledged at the end of this paper), professionals and academics working in and around museums and heritage in Jordan—developed our collaborative Newton-Khalidi-funded research and development project, entitled 'Learning from Multicultural Amman: Engaging Jordan's Youth' (Skeates *et al.* 2020). The project's main objective has been to create better opportunities for young people to learn about and value Jordan's rich and multicultural heritage, particularly in museums. Our secondary objectives have been: to form new partnerships that bring together diverse Jordanian colleagues and institutions, as well as international experts, working together in an ethical and critical manner; and to identify, share and adapt best professional practice. This paper reflects on the achievements of this project and presents our new Jordan-specific guidelines for museum learning, together with a recent case-study centred on a school visit to a museum in 'Ammān that has put these guidelines into practice and evaluated their impact.

Progress So Far

In many respects, this work has been ground-breaking and successful. Indeed, our project was short-listed for the 2020 Newton Prize. Here, we highlight eight areas where we have made progress.

Partnership Working

Our collaboration was characterised by working with reference to the

principles of inclusivity, critique, shared decision-making, and equal benefits. We also worked in a context-specific manner that actively placed Jordanian interests first and adapted international standards pragmatically to local circumstances and solutions.

Advocacy

We actively advocated to policy makers the benefits of Jordanian museums for community engagement and education. In particular, we secured the support of key decision-makers in the Jordanian museum, heritage and education sectors, including: the Director General of the Department of Antiquities, the Secretary General of the Ministry of Education, and the Directors of the Jordan Museum, Children's Museum, Royal Automobile Museum, and Royal Tank Museum.

Needs Assessment

We undertook an initial needs assessment for museum education in Jordan, based on asking museum, heritage, and education professionals what might work best in the Jordanian context. This assessment identified, for example, the need to train museum staff in museum education, and the need to evaluate learning activities and experiences in museums.

Identification of Local Good Practice

We then identified existing good practice in museum education in Jordan. In the process, we discovered, for example: that Jordanian museums have some amazing collections, which are full of educational potential; that Jordanian museums also have staff who passionately want people to learn about and connect with their heritage, and who can be critical; and that some Jordanian museums have already initiated their

own educational activities—including work with teachers and schools, and outreach activities. This formed the basis for our professional training programme in museum education.

Network Building

We helped to create a new, communicative, and supportive network of museum education professionals in Jordan. Our project began with five Jordanian Co-Investigators and Partner Organisations. During the first year of our project, we then added 11 more Jordanian Partner Organisations.

Professional Training

We provided training for museum and heritage staff, centred on museum communication and education, including online museum education in the context of the Covid-19 pandemic. The training in Jordan was hosted by four of our partner museums. An unprecedented 45 trainees attended, from 24 institutions all over Jordan.

Experimental Educational Events and Resources

Following further training, staff of the Jordan Archaeological Museum, in collaboration with our Jordanian project partners and their university students, collaboratively planned and delivered sets of educational activities for visiting schools. Our project partner, Sela for Training and Protection of Heritage, also created a series of archaeological activities supported by educational toolkits to be used by museums and schools and on archaeological sites in Jordan. These educational activities and products were developed by Jordanians for a Jordanian audience. All written materials are in the Arabic language.

Acknowledging the Work of Women in the Jordanian Museum and Heritage Sector

Our project has also maintained a strong commitment to practicing and promoting gender equality, and to acknowledging the work undertaken by our female Jordanian project partners and participants, including as decision-makers, across the Jordanian heritage sector where—numerically—they predominate.

Guidelines

This work has culminated in our recent publication, in both Arabic and in English, of a set of guidelines, together with the Jordanian Department of Antiquities, *Engaging Young People in Museum Learning: Recommendations and Good Practice Guidelines for Anyone Working with Museums, Schools and Universities in Jordan* (Badran *et al.* 2022). This document is primarily aimed at decision-makers and professionals. Our guidelines make a series of recommendations for strengthening the place of museums in Jordan as educational institutions, while also identifying existing Jordanian good practice in museum education, undertaken for the social and cultural benefit of Jordan's young people. We identify a set of stakeholders and needs that are key to enhancing museum education in Jordan. These include the Department of Antiquities, the Ministry of Tourism and Antiquities, the Ministries of Education and Higher Education, the Ministry of Culture, non-governmental museums, heritage organisations and cultural centres, libraries, universities, authors of national curriculum guidelines and textbooks, school principals and teachers, and museum staff, without forgetting young people, who represent Jordan's future citizens. More specifically, a set

of tried-and-tested, Jordanian, good practice guidelines are presented, all of which are achievable by museums in Jordan in the short-term and at low cost. What follows are a selection of nine key points from the guidelines.

Jordan's Museum Educational Resources

First, it is essential that we recognize the value and potential of Jordan's museum educational resources. These are characterized by some outstanding collections of objects and committed staff.

The National Curriculum

We emphasize the importance of connecting Jordan's museum educational resources (*e.g.*, collections, displays, activities, *etc.*) to the National Curriculum. This will help ensure their relevance and attractiveness to schools and to the Ministry of Education.

Museum Communication

We encourage all museums to put into practice effective museum communication strategies (through educational displays, activities, staff, *etc.*). The goal here is to engage diverse learners.

Partnership Working

We advocate partnership working on various levels as an especially effective way to enable widespread progress to be made. This includes, for example, sustaining new collaborations between private and public museums. A more cohesive and communicative museum sector in Jordan is also called for, with a new educational agenda supported by the recently established Jordanian Museums Association.

Reflexive Staff Training

We are convinced of the benefits of providing further staff training in

museum education. This is particularly effective when it is self-reflexive, and sometimes even self-critical.

Informal Sharing of Good Principles and Practice

We also encourage the continued informal sharing of good principles and practice in education, right across the Jordanian museum, heritage, and library sector. Informal professional communicating is effective, enjoyable, healthy, and rewarding.

Outreach

We advocate an expansion of museum outreach activities. These involve taking museum educational resources (*i.e.*, collections and staff) out of the museum to the schools and their communities that stand to gain most from them.

Acknowledging the Diversity of Publics

We emphasize that Jordanian museums are not only for tourists and scholars; they should also be places aimed at more diverse audiences (including school groups, families, local communities, and people from different cultural backgrounds).

Actively Engaging with Decision-Makers

To succeed, museum managers and educators must actively engage with decision-makers, to underline the value and potential of their educational resources and the benefits of investment in them. In particular, we call on decision-makers to take action in supporting the development of a new cohort of museum educators, endowed with the necessary competencies and financial resources to transform museums in Jordan into providers of quality youth engagement and learning.

Case Study

The purpose of this case study, which centers on a local school visit to the Jordan Archaeological Museum in February 2023 (FIG. 1), is to demonstrate how our guidelines really can be put into practice successfully.

Partners and Permissions

Our guidelines emphasize the benefits of partnership working. This is a very effective way to enable organizations, groups, and individuals to work together constructively, with diverse and common goals, while making efficient use of limited resources. In practice, we see the potential for developing effective partnerships relating to museum education in Jordan on at least five levels. Partnerships between the Department of Antiquities and the Ministry of Education are key to meeting the needs of museum education in the Jordanian context. Partnerships between museums and schools facilitate communication in which each partner understands the other's needs. Partnerships between museums—especially between governmental museums and non-governmental museums—create a mutually beneficial professional development environment, particularly given the variability in their educational practices. Partnerships between museums and universities can help integrate future generations of locally trained university students into the museum sector. Partnerships between museums and other cultural institutions, including NGOs, can likewise mutually stimulate creativity, professionalism, and resilience.

In our case study, a catalytic part was played in this process by Taher Gunmien, Curator of the Jordan Archaeological Museum in 'Ammān. This is a government museum managed by the Department of Antiquities. To secure official permission and transportation

for a proposed educational visit to the museum by a class from the local Balqees primary school, Taher had engaged in a complex process of contacting and persuading a range of stakeholders, and then discussing and agreeing plans with them, both verbally and through formal written correspondence. The key players he communicated with were: the two headteachers of Balqees school (who manage separate morning and evening shifts), the Director of Amman Archaeology Directorate at the Department of Antiquities, the Director of the Educational Activities Directorate at the Ministry of Education, and the Director of the Directorate of Education for the *Qasabah* of 'Ammān District at the Ministry of Education. Evidently, school trips are possible in Jordan but difficult to arrange. Looking to the future, our guidelines recommend that the Department of Antiquities and the Activities Directorate at the Ministry of Education facilitate this lengthy bureaucratic process by formalizing a Memorandum of Understanding.

Parallel to this official process, Taher communicated with our project partner, Sela for Training and Protection of Heritage, a Jordanian NGO with extensive experience of working with schools. They played a key role here in facilitating communications and in helping to plan the educational activities.

Training and Problem-Sharing

The day before the school visit, five curators of Department of Antiquities museums, including Taher, participated in a refresher training course and discussion on museum education in Jordan. This was delivered online by Arwa Badran, a Jordanian heritage consultant and lead-author of our guidelines, and by Rasha Dababneh, a children's author who has produced as part of our project

a series of new books for children that focus on some highlights of Jordan's museum collections.

The discussion confirmed that our training program is having a significant impact on the way curators in Jordan now approach education in their museums, but also that many obstacles still need to be overcome. Evidently, the museum education work now being planned and undertaken is better informed by wider theories of museum education, learning, and communication (*e.g.*, Hein 1998; Falk and Dierking 2018; Hohenstein and Moussouri 2018; Hackett *et al.* 2020). Aspirational examples include introducing easy-to-read and attractive titles for labels (*e.g.*, "Precious Water" instead of "Technologies of Water Harvesting"), providing traditional objects for children to handle, and using community-derived oral histories to inform interpretations of handicrafts. Challenges remain, however, for curators seeking to deliver effective museum education programs. As detailed above, significant time and effort are required to write and submit letters for official approval, budgets (where available) are inflexible, staff numbers are low, and museum educators virtually nonexistent. The pragmatic conclusion to the discussion was, therefore, to take simple steps towards achievable goals, without waiting for additional approvals and funding. These are all issues that our guidelines address, by calling on decision-makers to take action on human and financial resources in museum education. Achieving quality youth engagement and learning in museums depends on educational staff who have the necessary competencies and financial resources to do the job.

Curators and Teachers

A desire to enhance engagement

between museum curators and school-teachers lies at the heart of our guidelines. These encourage teachers to use museum collections and visits as learning resources to support their teaching. Active learning through museum visits can offer a powerful means of reinforcing and extending messages first delivered in the classroom and through textbooks. The guidelines also emphasize that partnerships formed between museums and schools facilitate mutual understanding of each other's needs and goals. In practice, museum curators can communicate with teachers by telephone and social media, through preliminary visits to the school and to the museum, and through a well-prepared museum education resource pack with steps to follow. Teachers certainly need information and guidance to organize a museum visit that serves their educational goals. Museums should therefore provide teachers with simple suggestions about how to use the museum as an educational resource that can help deliver lesson objectives and specific parts of the curriculum. Museum staff may also need teachers to divide their school parties into smaller groups, identify any children with special needs, and supervise the children during their visit. Discussion and planning are, then, essential in advance of school visits to museums.

After receiving official approval, Taher communicated with the head-teachers of Balqees primary school prior to their museum visit in order to meet, discuss, and finalize plans for the day. The Jordan Archaeological Museum had previously collaborated with this local school back in November 2019. On that occasion, and as part of our project, 30 girls participated in an educational event at the museum that centered on a sculpture of the Greek goddess Tyche, including discussions of the relationship

of this object to the 'Ammān Citadel archaeological site, where the museum is situated. The new visit therefore provided the opportunity to extend and strengthen the relationship between the school and museum.

The School Visit to the Museum

Our guidelines acknowledge that lessons taught in and around museums are different from, but can also support and enrich, those taught at school. Establishing structured school education programs, including lesson plans with links to the National Curriculum, learning resources, souvenirs that the children can take home, and channels for feedback, are all good practice. More specifically, our guidelines recognize that Jordan's museums hold some amazing collections that can be mobilized as formal and informal learning resources. Selected museum objects are key to this because they have great potential to provoke curiosity, questions, and deep learning. Museums should therefore develop an educational handling collection of objects, either by making replicas or by using duplicate, damaged, and decontextualized objects of limited research value. Curators should also gradually re-work texts, object arrangements, and images in permanent museum displays to make them more accessible to diverse visitors, including learners of different ages. The school visit that we facilitated benefitted from all these insights and more.

The school visit was structured into three main parts. Temporally, the event lasted for a total of three-and-a-half hours. Spatially, the activities extended from a quiet margin of the Amman Citadel to the touristic heart of the archaeological site, culminating indoors within the Jordan Archaeological Museum. The school group comprised

21 pupils from the same class, all girls aged 11–12 years, accompanied by three of their class teachers and by their head-teacher. In addition to Taher, staff of Sela acted as facilitators for the various educational activities. Staff and students from our broader project's partner universities (the Hashemite University, the University of Jordan, and Durham University in the UK) also documented and evaluated the event through participant observation of the pupils, informal interviews with the teachers, and a final feedback session involving the museum and teaching staff to discuss what had gone well and what to improve in the future.

The event began with a set of practical activities designed to introduce the children to the work of archaeologists and conservators. These took place in an open space situated at the eastern end of the citadel, slightly removed from the main tourist itinerary. This area affords spectacular views of monumental Roman ruins, dominated by the temple of Hercules farther along on the hilltop and by the Roman amphitheater down in the adjacent valley, both surrounded by the historic and modern city center of Amman. It provided, then, an ideal backdrop to our first set of educational activities. The children were divided into groups which rotated between three practical mock archaeological tasks: an archaeological excavation in sandpits within which some buried archaeological finds (including pottery fragments of limited research value) awaited discovery; an archaeological sieve used to pick out small finds from the mock excavated sediment; and a mock drystone wall in need of conservation by the careful addition of mortar (FIG. 2). Most of the children were captivated by these tasks and were eager to carry them out to the best of their

abilities, while their teachers praised the hands-on and fun nature of these educational activities, which they regarded as complementing their recent classroom teaching about the Seven Wonders of the Ancient World. After completing the tasks, the children were provided with a picnic and a chance to admire the views.

Taher then led the group on a brief tour around the main archaeological ruins on the citadel (FIG. 3). These include the Roman wall and temple, the Byzantine church, and the Umayyad palace. This was not intended as a core learning activity but did make a connection—physically and mentally—between the archaeological activities and the archaeological museum collection. It also offered the children and their teachers a change of scene and tempo, before reassembling inside the museum space.

The Jordan Archaeological Museum houses an important national collection spanning prehistoric and historic archaeology. In some respects, it can be regarded as a traditional museum display of objects, arranged in chronological order in wood-framed glass cases, that on first impression does not appear to have changed significantly since its establishment in 1951. Taher has, however, recently reworked some of the museum labels to make selected objects more engaging to visitors, including young people. The task our group of school children participated in here, either individually or in small groups, involved a specially designed and printed colorful worksheet, and a systematic ‘treasure hunt’ for objects and related words scattered throughout the display, which enabled the children to complete a ‘map’ of the museum and discover its hidden ‘treasure’ (FIG. 4). This encouraged the pupils to engage more actively and deeply with the museum collection and labels than they

would have during a standard guided tour. This activity again captured their attention and energized them to complete the task. On completion, they were rewarded by a museum gift to take home: a copy of our project’s specially commissioned illustrated children’s book, written in Arabic by Rasha Dababneh, titled *Karam and the Hand of Hercules*. This tells the story of Karam, a boy who visits the ‘Ammān Citadel and encounters the giant Hand of Hercules, which lies beside the Roman temple. One of the characters in the book is an archaeologist, who explains her work to Karam.

Evaluation

Evaluation of the training and educational activities undertaken as part of our wider museum education research and development project informed the drafting of our good-practice guidelines. Knowing what works in the Jordanian context is essential. Looking to the future, our guidelines also encourage museum staff to document and evaluate their own museum education work, so that it can be recycled and enhanced.

The pupils from Balqees primary school evidently benefitted from participating in the educational activities organized for them in and around the museum. For some of them this was their first visit to the ‘Ammān Citadel, despite its presence as a highly visible backdrop to their everyday lives. Outside the constraints of the classroom, they were alert, engaged, and—importantly—had fun, particularly by actively engaging in some new and rewarding practical tasks, both outdoors and indoors. They understood the facilitators’ instructions and asked questions throughout. They appreciated the variety of ancient objects to be discovered in stratified archaeological deposits. They also gained an insight into the work of archaeologists

and conservators, which few of them knew anything about before, even to the extent that some thought that this would be a good career path to pursue. Overall, they liked the practical activities, especially the conservation one, and they liked the facilitators; but they also recommended, for another visit, doing drawings and reading stories, both of which are more familiar elements in their classroom-based teaching and learning environment that they find interesting and enjoyable. Taher was open to these suggestions and agreed that drawing and mosaic-making, connected to the archaeological remains at the site and museum, would work well as museum educational activities. He also saw scope to connect selected artefacts from the museum collection back into the school classroom.

The teachers were positive, open-minded, and relaxed. Beforehand, they had expected that this school trip would simply comprise a visit to the citadel archaeological site; they were not aware that there would be activities for the children to participate in. Thanks to their progressive teacher-training, however, they appreciated the educational benefits of 'learning through doing' and 'learning through enjoyment' and were very impressed with the combined set of child-focused museum activities when they saw them in action. Specifically, they thought that the children would gain useful new knowledge about the value of antiquities and about careers relating to their study and protection. They also recognized the connections to be made between archaeology and aspects of the school curriculum spanning subject areas as diverse as ancient history, social science, and English language. From a logistical perspective, they also felt that the group size was about right. At the end

of the feedback discussion, Taher and the schoolteachers immediately began to discuss ideas for future school visits. They hope these will involve different sets of activities designed for different year groups and be arranged so that teachers can contribute more actively to the teaching and learning process before, during, and after the museum visit. This forward planning can be regarded as a successful outcome—a step in the right direction towards sustainable museum education practice in Jordan.

Conclusion

In conclusion, we believe that our inclusive and contextually sensitive project has begun to enhance educational access to Jordan's museums, by highlighting the existing educational value of their collections and staff, by sharing good practice guidelines to help achieve and sustain their full educational potential on into the future, and by showing how these can be achieved in practice by committed professionals working proactively and collaboratively. Much work remains to be done, however, before we can claim to have achieved our goal of engaging Jordan's youth in learning about their rich and diverse cultural heritage, and of reinvigorating Jordanian museum education, for the benefit of local communities and Jordanian cultural identity.

Acknowledgements

We are very grateful to our sponsors and funders for their enduring support. In Jordan, they comprise the Department of Antiquities, the Jordan Museum, Sela for Training and Protection of Heritage, and the Hashemite University. In the UK, they comprise Durham University, the Arts and Humanities Research Council, and the Newton Fund.



1. Balqees primary school group visiting the Jordan Archaeological Museum, 'Ammān, together with teachers, museum education specialists, and evaluators (photo courtesy of Sela).



2. Balqees primary school children being shown how to undertake a mock architectural conservation educational activity on the 'Ammān Citadel (photo courtesy of Sela).



3. Taher Gunmien, Curator of the Jordan Archaeological Museum, guiding the Balqees primary school group around the archaeological ruins on ‘Ammān Citadel (photo by R. Skeates).



4. Balqees primary school children participating in a ‘treasure hunt’ activity in the Jordan Archaeological Museum, searching for museum artefacts and labels to help complete their specially designed worksheet (photo by R. Skeates).

Bibliography

- Abu-Awad, B.; Abu-Hammad, N. and Abu-Hamattah, Z. 2019. Urban and Architectural Development in Amman Downtown between Natural Disasters and Great Heritage Lose: Case Study. *International Journal of Architecture and Urban Development* 9(3):31–38.
- Abu-Khafajah, S. and Al Rabady, R. 2013. The 'Jordanian' Roman Complex: Reinventing Urban Landscape to Accommodate Globalization. *NEA* 76(3): 186–192.
- Abu-Khafajah, S. and Miqdadi, R. 2019. Prejudice, Military Intelligence, and Neoliberalism: Examining the Local within Archaeology and Heritage Practices in Jordan. *Contemporary Levant* 4(2):92–106.
- Abu-Khafajah, S.; Al Rabady, R. and Rababeh, S. 2015. Urban Heritage 'Space' under Neoliberal Development: A Tale of a Jordanian Plaza. *International Journal of Heritage Studies* 21(5):441–459.
- Al Husban, A.H.; al-Saad, Z.; Schmidt, M. and Afanasyeva, D. 2007. Cultural Heritage Education at Primary and Secondary Schools in Jordan: Analysis and Recommendations. Pp. 94–99 in M.T. Albert; R. Bernecker; D. Gutierrez Perez; N. Thakur and Z. Nairen (eds.), *Training Strategies for World Heritage Management*. Berlin: Deutsche UNESCO-Kommission e.V.
- Al Qaoud, I. 2003. The Efficiency of Using Educational Museum in Achievement and Developing Creative Feeling for the Basic Seventh Grade Students Learning History in Jordan. *Journal of the Educational Research Center* 12(23):209–38.
- Alawneh, F., Alghazawi, R. and Balaawi, F. 2012. Culture Heritage and the Idea of Jordan Museums. *Asian Social Science* 8(7):104–109.
- Alazaizeh, M.M.; Hallo, J.C.; Backman, S.J.; Norman, W.C. and Vogel, M.A. 2019. Giving Voice to Heritage Tourists: Indicators of Quality for a Sustainable Heritage Experience at Petra, Jordan. *Journal of Tourism and Cultural Change* 17(3):269–284.
- Badran, A. 2011. The Excluded Past in Jordanian Formal Primary Education: The Introduction of Archaeology. Pp. 197–215 in K. Okamura and A. Matsuda (eds.), *New Perspectives in Global Public Archaeology*. New York: Springer.
- 2014. Heritage Education in Jordanian Schools: For Knowledge or Profit? Pp. 105–118 in S. Thomas and J. Lea (eds.), *Public Participation in Archaeology*. Woodbridge: Boydell Press.
- Badran, A.; Skeates, R.; Abu Khafajah, S.; Wilkinson, R.; Ronza, M.E.; Marii, F.; Bakkar, L.; Massadeh, A.; Al Qaisi, M.; Kafafi, J.; Sharaaiah F. and Dababneh, R. 2022. *Engaging Young People in Museum Learning: Good Practice Guidelines and Recommendations for Anyone Working with Museums, Schools and Universities in Jordan*. Amman: Department of Antiquities of Jordan.
- de Vries, B. 2013. Archaeology and Community in Jordan and Greater Syria: Traditional Patterns and New Directions. *NEA* 76(3):132–41.
- Falk, J.H. and Dierkin, L.D. 2018. *Learning from Museums*. Second edition. Lanham, MD: Rowman and Littlefield.
- Goussous, J.S. and al-Hammadi, N.A. 2018. Place Attachment Assessment of a Heritage Place: A Case Study of the Roman Amphitheater in Downtown Amman, Jordan. *Frontiers of Architectural Research* 7(1):1– 10.

- Hackett, A., Holmes, R. and MacRae, C. 2020. *Working with Young Children in Museums: Weaving Theory and Practice*. London: Routledge.
- Hein, G.E. 1998. *Learning in the Museum*. London: Routledge.
- Hohenstein, J. and Moussouri, T. 2018. *Museum Learning: Theory and Research as Tools for Enhancing Practice*. London: Routledge.
- Mamoon, A. and Yazan, A. 2016. Museums and Tourism: Visitors' Motivations and Emotional Involvement. *Mediterranean Archaeology and Archaeometry* 16(3):43–50.
- Skeates, R.; Abu-Khafajah, S. and Badran, A. 2020. Reinvigorating Museum Education in Jordan. *Bulletin of the Council for British Research in the Levant* 2020:47–9.
- Tarawneh, M.B. and Wray, M. 2017. Incorporating Neolithic Villages at Petra, Jordan: An Integrated Approach to Sustainable Tourism. *Journal of Heritage Tourism* 12(2):155–71.